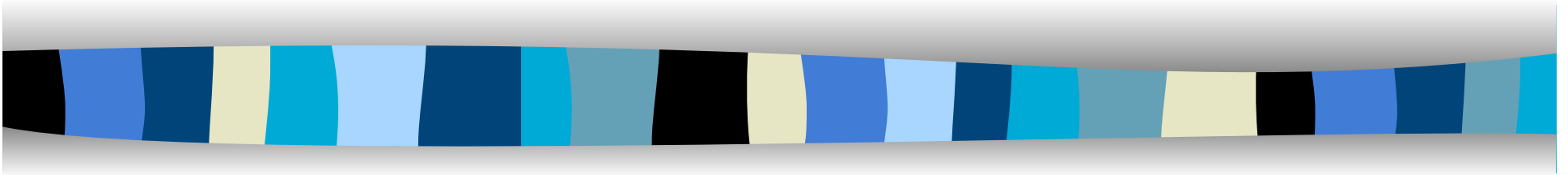
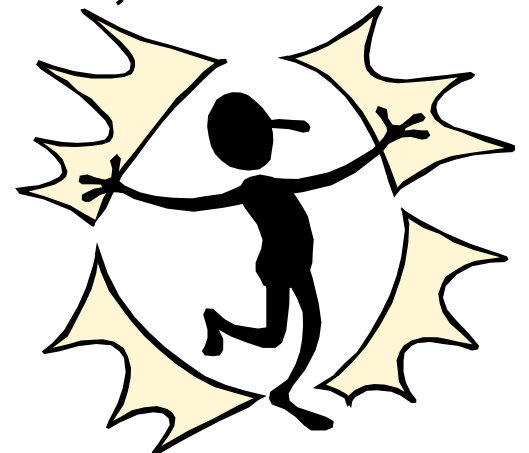


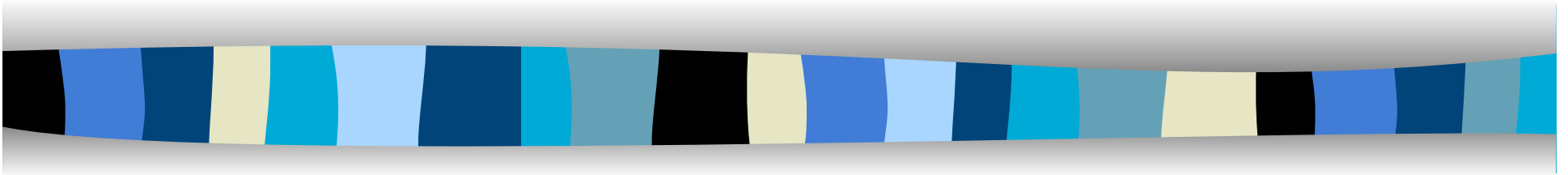
Assessment and Evaluation



Content according to the achievement chart, final grade determination, learning skills and rubrics



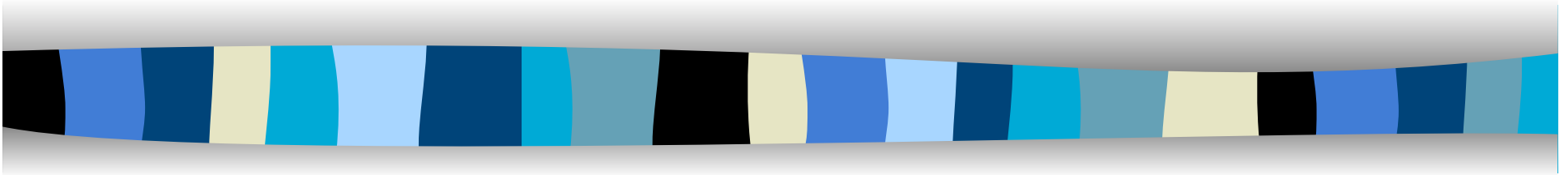
Let's do a quick recap of A and E



Use the veritech tiles and carry out the activities linked to the **Growing Success** document.....



Recap of achievement chart categories:



Use the work with a partner and classify each of the 15 questions provided according to **K/U**, **T/I**, **C** or **A**.

Achievement chart:

- What did you notice during practicum in tests, quizzes, assignments etc?



Approach A: Steps in Determining the Final Grade (Sample #1)

The following chart outlines one approach to determining the final grade. The relevant emphasis of the achievement chart categories is being addressed equally.

Calculating 70% of the Final Grade

STEP	INSTRUCTIONS Note in this case all categories are assigned an equal value	KNOW /UND. (K/ U) 25%	THINKING /INQUIRY (T/ I) 25%	COMMUNIC ATION (C) 25%	APPLICA TION (A) 25%
Determine level	Consider the most consistent and more recent evidence to determine the level achieved for each category.	4	3	3	2
Convert to a Percentage	Use a conversion chart to translate each achievement level to percentage	86	74	74	64
Achieveme nt chart category emphasis	Multiply each of the percentages by the predetermined achievement chart category weighting.	25% 21.5	25% 18.5	25% 18.5	25% 16
Calculate the mark out of 100	Total each of the four categories together for a mark out of 100	74.5			
STOP	Stop here if calculating the midterm grade (semestered) or 1 st / 2 nd term grade (non-semestered). Enter 74.5% on report card. When completing a final report card, continue with the steps below:				
Calculate the mark out of 70	Multiply previous mark out of 100 by 70% = <u>74.5</u> x .70	52.15			

Calculating 30% of the Final Grade

Follow the breakdown of the final 30% evaluation: for example 10% paper pencil task (e.g. written examination), 20% performance task (e.g. simulation). Identify the related key learnings (clusters of curriculum expectations) and their related achievement chart categories for each assessment strategy.

The student's final grade is calculated by adding the mark out of 70 and the mark out of 30 to get a mark out of 100%.

STEP	INSTRUCTIONS	EXAMPLE				
Determine the level of performance.	Examine the evidenced on the final evaluation. NOTE: final evaluations should incorporate similar weightings of the categories relevant to the curriculum expectations being assessed.	Category	K	T	C	A
		Performance Task (20%)		3	3	3
		Pencil/Paper Task (10%)	3		3	
		3				
Determine the percentage out of 100%	Use a conversion chart to translate the level to a percentage.	74				
Calculate the 30% mark	Multiply percentage from above to determine the final mark out of 30	$74 \times .30 = 22.2$				

Mark out of 70%	Mark out of 30%	Mark out of 100%
52.15	22.2	74.35 or 74%



Ensuring Adequate Information for each category

Sample Set-up for Evaluation Records

Class _____

K/U Items Target = 25%	Running Total marks to date	T/I Items Target = 15%	Running Total marks to date
1. Item one (/25) 2. Item two (/20) 3. Item three (/30)	25 45 75	1. Item one (/15) 2. Item two (/5)	15 20
C Items Target = 15%	Running Total marks to date	A Items Target = 15%	Running Total marks to date
1. Item one (/35) 2. Item two (/5) 3. Item three (/10)	35 40 50	1. Item one (/35) 2. Item two (/10)	35 45

Learning Skills

- How were these assessed during your practicum experience?
- What tools were used?

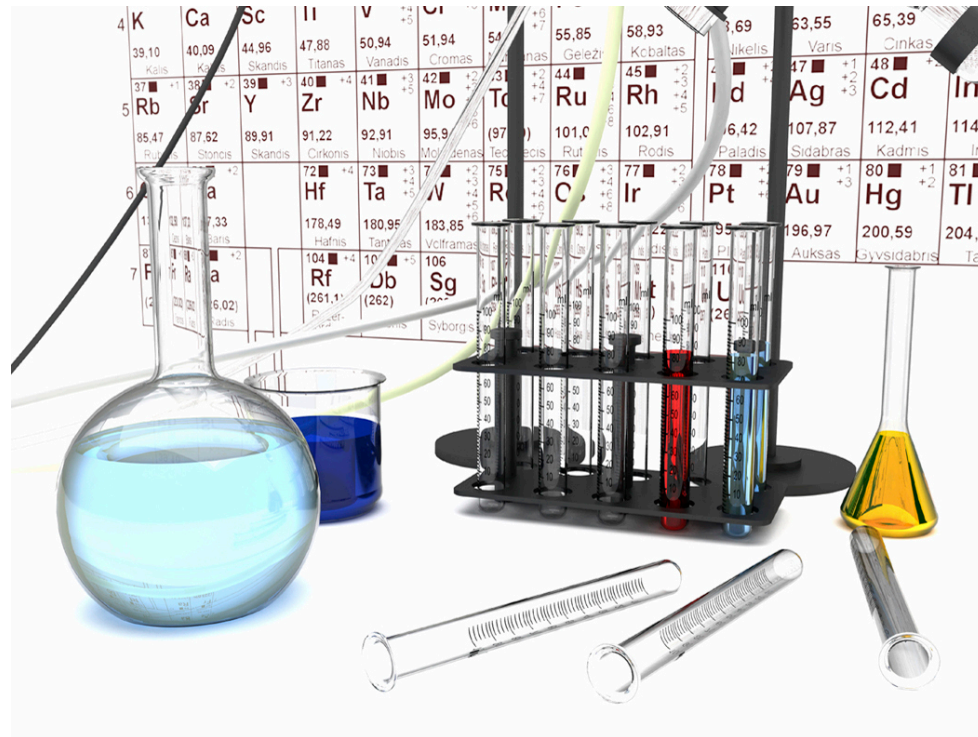


RUBRICS AS ASSESSMENT TOOLS

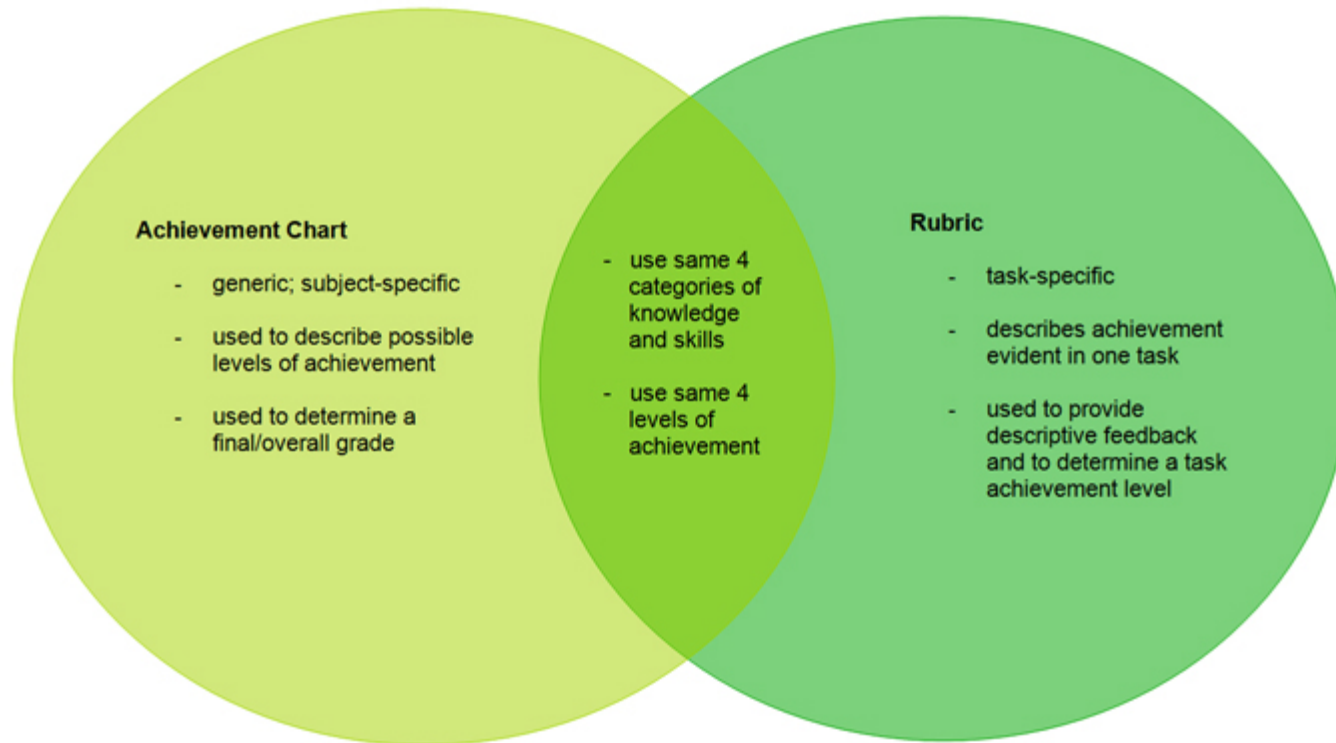


An overview

What experiences have you had in using rubrics during practicum?



Relationship Between Achievement Chart and Rubric





Practice with rubrics

Use the sample [debate rubric](#) provided and classify the categories of each section and comment on the effectiveness of this rubric.



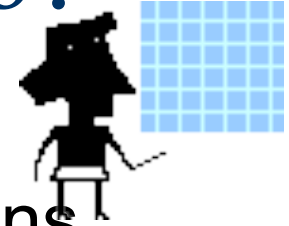
Rubrics for A and E

Why use rubrics?



- Focus instruction
- Guide feedback
- Objectives stated
- Make performance standards clear
- Can support self assessment
- Can involve students
- Once done can help marking

What does a good rubric do?



- Clearly identifies learning expectations
- Outlines standards of excellence
- Lets students see realistic goals, reflect on their own work and strive for next level
- Encourages students to take responsibility for their own learning
- Clearly identifies strengths and weaknesses

Recipe for a rubric- FYI

- Chose number(3-5) of expectations (rows)
- Decide which behaviours (observable or assessable) reflect mastery of the assignment
- Standards of achievement (**Descriptions**) to distinguish performance at each level on the scale
- Decide upon your scale (usually levels 1-4) (excellent, good, fair, poor) (*Some assign marks?*)
- May invite student input to rubric
- Make sure students have the final rubric prior to beginning the assignment
- Ask students: *“How would this look for this expectation?”* *Exemplars???*

